



## 95TH GENERAL ASSEMBLY

### State of Illinois

2007 and 2008

HB4822

by Rep. Elizabeth Coulson

#### SYNOPSIS AS INTRODUCED:

105 ILCS 5/14-8.03

from Ch. 122, par. 14-8.03

Amends the Children with Disabilities Article of the School Code. Makes changes to a Section concerning transition goals, supports, and services. Removes certain provisions concerning transition goals and supports. Provides instead that beginning no later than the first individualized education plan (IEP) in effect when the student turns age 14 1/2 (or younger if determined appropriate by the IEP Team) and updated annually thereafter, the IEP must include (i) measurable postsecondary goals based upon age-appropriate transition assessments and other information available regarding the student that are related to training, education, employment, and, where appropriate, independent living skills and (ii) the transition services needed to assist the student in reaching those goals, including courses of study. Makes changes concerning additional IEP Team members, the IEP identifying each person responsible for transition services, the involvement of a public or private entity outside of the school district in transition services, the limit on a public school's responsibility for delivering educational services, and submitting a summary to the local Transition Planning Committee. Effective immediately.

LRB095 15564 NHT 41563 b

FISCAL NOTE ACT  
MAY APPLY

STATE MANDATES  
ACT MAY REQUIRE  
REIMBURSEMENT

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**  
3 **represented in the General Assembly:**

4 Section 5. The School Code is amended by changing Section  
5 14-8.03 as follows:

6 (105 ILCS 5/14-8.03) (from Ch. 122, par. 14-8.03)

7 Sec. 14-8.03. Transition ~~goals, supports, and~~ services.

8 (a) For purposes of this Section, "transition services"  
9 means a coordinated set of activities for a child with a  
10 disability that (i) is designed to be within a results-oriented  
11 process that is focused on improving the academic and  
12 functional achievement of the child with a disability to  
13 facilitate the child's movement from school to post-school  
14 activities, including post-secondary education, vocational  
15 education, integrated employment (including supported  
16 employment), continuing and adult education, adult services,  
17 independent living, or community participation; (ii) is based  
18 on the individual child's needs, taking into account the  
19 child's strengths, preferences, and interests; and (iii)  
20 includes instruction, related services, community experiences,  
21 the development of employment and other post-school adult  
22 living objectives, and, if appropriate, acquisition of daily  
23 living skills and the provision of a functional vocational

1 evaluation. Transition services for a student with a disability  
2 may be special education, if provided as specially designed  
3 instruction, or a related service if required to assist a  
4 student with a disability to benefit from special education.

5 (a-5) Beginning no later than the first individualized  
6 education plan (IEP) in effect when the student turns age 14  
7 1/2 (or younger if determined appropriate by the IEP Team) and  
8 updated annually thereafter, the IEP must include (i)  
9 measurable postsecondary goals based upon age-appropriate  
10 transition assessments and other information available  
11 regarding the student that are related to training, education,  
12 employment, and, where appropriate, independent living skills  
13 and (ii) the transition services needed to assist the student  
14 in reaching those goals, including courses of study. A school  
15 district shall consider, and develop when needed, the  
16 transition goals and supports for eligible students with  
17 disabilities not later than the school year in which the  
18 student reaches age 14 1/2 at the individualized education plan  
19 meeting and provide services as identified on the student's  
20 individualized education plan. Transition goals shall be based  
21 on appropriate evaluation procedures and information, take  
22 into consideration the preferences of the student and his or  
23 her parents or guardian, be outcome-oriented, and include  
24 employment, post-secondary education, and community living  
25 alternatives. Consideration of these goals shall result in the  
26 clarification of a school district's responsibility to deliver

1 ~~specific educational services such as vocational training and~~  
2 ~~community living skills instruction.~~

3 (b) To appropriately assess and develop IEP transition  
4 goals and transition services for a student with a disability  
5 ~~plan for the student's transition needs~~, additional IEP Team  
6 ~~individualized education plan team~~ members may be necessary and  
7 may be asked by the school district to participate ~~assist~~ in  
8 the transition planning process. Additional ~~individualized~~  
9 ~~education plan~~ team members may include a representative from  
10 the Department of Human Services or another State agency, a  
11 case coordinator, or persons representing other public or  
12 community agencies or services, such as adult service providers  
13 or public community colleges. The IEP ~~individualized education~~  
14 ~~plan~~ shall identify ~~specify~~ each person responsible for  
15 coordinating and delivering transition services. If a  
16 student's transition services include the involvement of a  
17 public or private entity outside of the school district, the  
18 school district shall confirm to the IEP Team whether the  
19 linkage to the outside entity has been achieved. ~~The public~~  
20 ~~school's responsibility for delivering educational services~~  
21 ~~does not extend beyond the time the student leaves school or~~  
22 ~~when the student reaches age 21.~~

23 (c) A school district shall submit annually a summary of  
24 each eligible student's IEP transition goals and transition  
25 services ~~needed~~ ~~supports~~ resulting from the IEP Team  
26 ~~individualized education plan team~~ meeting to the appropriate

1 local Transition Planning Committee. If students with  
2 disabilities who are ineligible for special education services  
3 request transition services, local public school districts  
4 shall assist those students by identifying post-secondary  
5 school goals, delivering appropriate education services, and  
6 coordinating with other agencies and services for assistance.  
7 (Source: P.A. 92-452, eff. 8-21-01.)

8 Section 99. Effective date. This Act takes effect upon  
9 becoming law.